

Wilder Elementary

975 S. Main Street
Sumter, SC 29154

Grades	K-5 Elementary School	
Enrollment	528 Students	
Principal	Maria Newton-Ta'Bon	803-773-5723
Superintendent	Zona W. Jefferson, Ph. D.	803-469-8536
Board Chair	Ms. Jo R. White	803-773-7663

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	47	37	2	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Average	Below Average	Yes

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located. 93.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

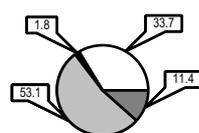
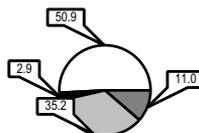
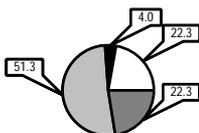
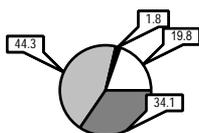
English/Language Arts

Mathematics

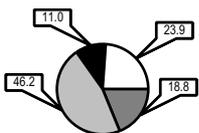
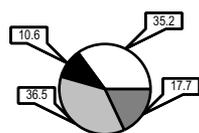
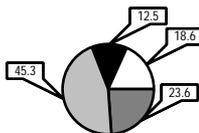
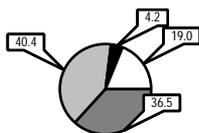
Science

Social Studies

Our School



Elementary Schools with Students like Ours



Definition of Critical Terms

- Advanced** Very high score; very well prepared to work at next grade level; exceeded expectations
- Proficient** Well prepared to work at next grade level; met expectations
- Basic** Met standards; minimally prepared, can go to next grade level
- Below Basic** Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
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English/Language Arts – State Performance Objective = 38.2%									
All Students	299	100.0	18.6	44.2	34.7	2.6	44.9	Yes	Yes
Gender									
Male	168	100.0	22.4	43.6	31.4	2.6	39.7		
Female	131	100.0	13.6	44.9	39.0	2.5	51.7		
Racial/Ethnic Group									
White	84	100.0	6.3	50.6	40.5	2.5	54.4	Yes	Yes
African American	205	100.0	22.9	43.1	31.9	2.1	41.0	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	260	100.0	16.2	46.5	35.7	1.7	46.9		
Disabled	39	100.0	36.4	27.3	27.3	9.1	30.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	299	100.0	18.6	44.2	34.7	2.6	44.9		
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	292	100.0	17.8	44.8	35.2	2.2	45.6		
Socio-Economic Status									
Subsidized meals	169	100.0	26.5	48.3	23.8	1.3	32.5	Yes	Yes
Full-pay meals	130	100.0	8.9	39.0	48.0	4.1	60.2		

Mathematics – State Performance Objective = 36.7%									
All Students	299	99.7	20.9	51.3	22.3	5.5	45.8	Yes	Yes
Gender									
Male	168	99.4	23.2	54.2	18.1	4.5	41.3		
Female	131	100.0	17.8	47.5	28.0	6.8	51.7		
Racial/Ethnic Group									
White	84	100.0	5.1	48.1	34.2	12.7	68.4	Yes	Yes
African American	205	99.5	27.3	54.0	16.6	2.1	35.8	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	260	100.0	16.6	54.8	24.5	4.1	47.7		
Disabled	39	97.4	53.1	25.0	6.3	15.6	31.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	299	99.7	20.9	51.3	22.3	5.5	45.8		
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	292	99.7	20.4	51.7	22.7	5.2	46.1		
Socio-Economic Status									
Subsidized meals	169	99.4	31.3	52.7	14.7	1.3	32.0	Yes	Yes
Full-pay meals	130	100.0	8.1	49.6	31.7	10.6	62.6		

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	298	100.0	49.1	35.2	11.4	4.4	15.8
Gender							
Male	167	100.0	45.8	38.1	11.6	4.5	16.1
Female	131	100.0	53.4	31.4	11.0	4.2	15.3
Racial/Ethnic Group							
White	83	98.8	25.6	44.9	19.2	10.3	29.5
African American	205	100.0	59.0	32.4	6.9	1.6	8.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	259	100.0	46.7	37.9	12.5	2.9	15.4
Disabled	39	100.0	66.7	15.2	3.0	15.2	18.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	298	100.0	49.1	35.2	11.4	4.4	15.8
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	291	100.0	48.7	35.7	11.5	4.1	15.6
Socio-Economic Status							
Subsidized meals	169	100.0	64.9	26.5	8.6	0.0	8.6
Full-pay meals	129	100.0	29.5	45.9	14.8	9.8	24.6
Social Studies							
All Students	297	100.0	32.0	53.7	11.4	2.9	14.3
Gender							
Male	166	100.0	33.1	53.2	10.4	3.2	13.6
Female	131	100.0	30.5	54.2	12.7	2.5	15.3
Racial/Ethnic Group							
White	82	100.0	18.2	58.4	20.8	2.6	23.4
African American	205	100.0	37.8	52.7	7.4	2.1	9.6
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	258	100.0	28.9	57.3	11.7	2.1	13.8
Disabled	39	100.0	54.5	27.3	9.1	9.1	18.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	297	100.0	32.0	53.7	11.4	2.9	14.3
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	290	100.0	31.7	54.1	11.6	2.6	14.2
Socio-Economic Status							
Subsidized meals	169	100.0	43.0	49.0	6.6	1.3	7.9
Full-pay meals	128	100.0	18.2	59.5	17.4	5.0	22.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	98	100.0	13.8	43.6	40.4	2.1	42.6
	4	88	100.0	21.8	52.9	25.3	N/A	25.3
	5	110	99.0	32.4	49.0	15.7	2.9	18.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	92	100.0	5.0	31.3	58.8	5.0	63.8
	4	105	100.0	20.2	50.0	29.8	0.0	29.8
	5	102	100.0	27.7	52.1	19.1	1.1	20.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	98	100.0	31.9	50.0	18.1	N/A	18.1
	4	88	100.0	21.8	48.3	17.2	12.6	29.9
	5	110	99.0	20.6	53.9	18.6	6.9	25.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	92	100.0	22.5	56.3	20.0	1.3	21.3
	4	105	99.1	18.3	51.6	26.9	3.2	30.1
	5	102	100.0	21.3	50.0	21.3	7.4	28.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	92	100.0	42.5	42.5	11.3	3.8	15.0
	4	105	100.0	48.9	39.4	9.6	2.1	11.7
	5	101	100.0	57.0	26.9	12.9	3.2	16.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	92	100.0	16.3	62.5	20.0	1.3	21.3
	4	105	100.0	34.0	54.3	10.6	1.1	11.7
	5	100	100.0	43.5	47.8	5.4	3.3	8.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 528)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.5%	Up from 5.1%	3.1%	3.0%
Attendance rate	97.2%	Down from 98.9%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.4%	Up from 6.9%	4.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.7%	Up from 4.2%	3.6%	3.2%
Eligible for gifted and talented	13.2%	Down from 13.8%	14.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.8%	Down from 11.0%	9.1%	8.2%
Older than usual for grade	3.8%	Down from 5.7%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	64.9%	Down from 66.7%	53.8%	52.6%
Continuing contract teachers	89.2%	Down from 92.9%	86.3%	83.3%
Highly qualified teachers	94.4%	Down from 97.4%	92.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	82.7%	Down from 87.3%	88.2%	87.0%
Teacher attendance rate	95.7%	Up from 95.5%	95.2%	95.0%
Average teacher salary	\$40,975	Up 1.8%	\$41,638	\$41,703
Prof. development days/teacher	16.5 days	Up from 6.3 days	12.8 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 14.4 to 1	18.8 to 1	18.8 to 1
Prime instructional time	92.0%	Down from 93.7%	89.8%	89.8%
Dollars spent per pupil*	\$6,590	Up 8.6%	\$6,144	\$6,242
Percent of expenditures for teacher salaries*	68.6%	Down from 68.7%	66.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
		Our District		State
Highly qualified teachers in low poverty schools		N/A		89.4%
Highly qualified teachers in high poverty schools		90.6%		90.1%
		State Objective		Met State Objective
Highly qualified teachers in this school		65.0%		Yes
Student attendance in this school		95.3%		Yes

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In our efforts to improve student academic achievement, the instructional focus for the 2004-2005 school was incorporating reading strategies across the curriculum. The teachers continued to learn current "best practices" aimed at teaching reading matched to the SC standards through district and school-sponsored staff development, professional book studies, and the involvement of teachers in the South Carolina Reading Initiative (SCRI).

Monthly PTA meetings provided opportunities for parents to become involved in our school programs. Members of our community were included with activities such as Career Day, the One Hundredth Day Celebration (which featured the involvement of 100 men), classroom speakers, and American Education Week activities. Also, the Shaw Air Force Base First Five troops adopted Wilder and assisted us during PACT testing and Field Day. We provided evening and day parent workshops, covering academics as well as parenting skills. Parents also assisted by going on field trips or providing snacks and other supplies for their children's classes.

Wilder students continued to take advantage of the variety of clubs and extracurricular events that were offered. The school offered twelve extracurricular activities that involved students from kindergarten through fifth grade. Our Juggling Club, Chorus, and Choir Chimes performed for area businesses and civic organizations throughout the year. The 2004-2005 school year offered new clubs, like the Growing Gardeners, who beautify our campus with flowers, the Wilder Dazzling Dancers, and the Wilder Boys' Choir.

The school district continues to use Measures of Academic Progress (MAP). Based on fall and spring testing results, Wilder utilized a best practice of "differentiated instruction" to meet the diverse instructional needs of every child. Wilder also continued to use small group instruction in reading and mathematics, literature circles, literacy groups, Reading Recovery, and technology to assist in meeting the varied needs of our students.

Finally, on behalf of the faculty and staff of Wilder Elementary School, it is with great honor that we announce Gwendolyn Diaz as the 2005-2006 Teacher of the Year. Mrs. Diaz is a first grade teacher at Wilder and we are proud to have her as our representative.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	16	74	35
Percent satisfied with learning environment	87.5%	81.1%	85.3%
Percent satisfied with social and physical environment	93.8%	86.5%	85.7%
Percent satisfied with school-home relations	62.5%	95.9%	70.6%

*Only students at the highest elementary school grade level at this school and their parents were included.